

part for the success of democracy. This is how I will serve my country. I will learn all that I can, I will take in others' opinions and learn from them, and then without reservation I will speak my mind and let my nation know how I feel. I too am America, and I am not about to let anyone forget.

REPORT FROM FLOYD COUNTY

HON. DAVID M. McINTOSH

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 4, 1999

Mr. McINTOSH. Mr. Speaker, I rise today to give my "Report from Indiana" where I honor distinguished Hoosiers who are actively engaged in their communities helping others.

Mr. Speaker, it has always been my strong belief that individuals and communities can do a better job of caring for those who need help in our society than the federal government. The wonderfully kind and committee Hoosiers who I have met traveling around Indiana have not changed my view.

Ruthie and I have met hundreds of individuals who are committed to making our communities a better place in which to live and raise our children—we call them "Hoosier Heroes".

I recognized this genuine Hoosier Hero in Floyd County, Indiana at a Lincoln Day dinner speech. He's Kevin Boehnlein, who is a local director here for junior achievement and whose motto is "Looking out for the future of the community". By working tirelessly for his community, Kevin epitomizes a "Hoosier Hero".

Kevin may be young but he has a giant's heart and he cares deeply about his community. Kevin is in the Jeffersonville rotary club, and has helped build homes for the needy as a member of Habitat for Humanity. He is also very active in his church. Kevin and his wife Kristen serve as a leadership team at Oak Park Baptist Church. They serve as counselors to young couples to help them maintain a strong love and faith.

Kevin's work has given so many people, the most precious gift, hope. He doesn't do it for the pay, which is zilch; he does it for the smiles and laughter. You are a true hero in my book doing good work for others with no other motive than Christian charity.

Kevin Boehnlein deserves the gratitude of the county, state, and nation, and I thank him here today on the floor of the House of Representatives.

HUMANITARIAN AWARDS

HON. ROBERT A. UNDERWOOD

OF GUAM

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 4, 1999

Mr. UNDERWOOD. Mr. Speaker, I would like to take this occasion to recognize the organizers and honorees of the 1st Annual Tan Chong Padula Humanitarian Awards. The awards night will be held on May 8, 1999, at the Garden Grove Community Center in Garden Grove, CA—an endeavor to recognize and honor individuals of Chamorro descent for volunteerism and service to the community. Proceeds from this event will fund the Tan

Chong Padula Scholarship. The first such award is scheduled to be presented in the year 2000.

The idea was first proposed by Lola Sablan-Santos, the executive director of the Guam Communications Network. Contrived with the full support of the Padula/Roberto family, the annual event is a celebration of the life and accomplishments of the late Connie "Tan Chong" Padula. Tan Chong was born on May 8, 1917, on the island of Guam. She moved to the State of California and became a long-time resident of Orange County, maintaining a home in Santa Ana from 1968 until 1992.

Her civic-mindedness, in addition to her kindness, generosity, and compassion, earned her a very respected niche in her community. Never one to keep to herself, Tan Chong volunteered her services to a host of civic activities ranging from church fundraisers to the manning of polling stations during elections. As one of the founders of the Guamanian Society of Orange County, she spearheaded community activities which were almost always held at the Garden Grove Community Center. She was widely known for her great support to Chamorro community organizations throughout the State of California and for her willingness to be of assistance to those in need. Sadly, she passed away in Orange County on June 19, 1992.

This year's event will be held on the anniversary of her 82nd birthday. All honorees will receive a medallion especially crafted for this annual event by Chamorro artist Ron Castro on Guam and the top award will be presented to the individual chosen as "Humanitarian of the Year."

This year's awardees in the "Adult" category are George Afleje, Maria "Kitalang" Borja, Heidi Chargualaf, Carmen Cruz, Pacing Cruz, Perci Flores, Maria Laguana, Joaquin Naputi, Ann Pangelinan, Joe Pangelinan, Celia Perez, Suzanne Robert, Juana Sanchez, Juanita "Nita" Santos, Ernie Tajalle, and Maria Tajalle. In the "Youth" category, Michael Maguadog, Sarah Mesa, Stefanie Mesa, Bryanna "Berry" Quenga, Nikki Quenga, Michael Van Langeveld, and Tara Van Meter were selected. The honor of being chosen as the first recipient of the Tan Chong Padula Humanitarian of the Year Award goes to Juana Sanchez.

On behalf of the people of Guam, I congratulate the organizers, honorees, and most of all, the Humanitarian of the Year awardee of the 1st Annual Tan Chong Padula Humanitarian Awards. Miles away from their home island of Guam, these folks managed to combine their resources in order to benefit the community in a manner that best represents our island culture. Keep up the good work! Si Yu'os Ma'ase'.

ORGAN DONATION

HON. ELIJAH E. CUMMINGS

OF MARYLAND

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 4, 1999

Mr. CUMMINGS. Mr. Speaker, recently, we celebrated National Organ and Tissue Donor Awareness Week and today I recognize the medical advances that have made organ transplantation a viable treatment option. Thanks to those who have given the gift of

life, more than 20,000 individuals received an organ transplant in 1996.

However, each year, the number of organs donated in the United States falls tragically short of the need. Sadly, more than 55,000 people are on the national organ transplant waiting list and about 10 will die each day as the waiting lists continue to grow.

Organ donation is increasing, but not fast enough to come close to meeting the need. In recent years, progress has been made in creating awareness of the need for organ donation. Most Americans indicate they support organ donation. Nonetheless, only about 50 percent of families asked to donate a loved one's organs agree to do so. Moreover, thousands of opportunities to donate are missed each year, either because families do not know what their loved ones wanted, or because potential donors are not identified for organ procurement organizations and their families are never asked.

To address these barriers to donation, government and private sector partnerships must be focused on * * *

* * * that we from government and the private sector. But most importantly, we need volunteers willing to share the gift of life. To achieve this goal, there must be an emphasis on increasing consent to donation and referrals to organ procurement organizations.

However, we must also ensure that our social and work environments are amenable to persons serving as donors. That is why I urge support of my legislation H.R. 457, the Organ Donor Leave Act, which would provide federal employees an additional 7 days to serve as a bone-marrow donor, and 30 days to serve as an organ donor.

Passage of this measure would stand as a model for private employees to amend their personnel policies to grant additional paid leave to living donors who give bone marrow, a kidney, or other organs.

Without donors, transplant surgeons cannot save even one life. With just one donor, they can save and improve as many as 50 lives. I believe that we must all pledge to join the national community of organ and tissue sharing by closing the gap between donated organs and tissue and the people who need them.

With this commitment, we pave the way for our nation to be able to answer the hopes and needs of those who now wait too long for a second chance at life.

I urge support of H.R. 457 and challenge all Americans to say "yes" to organ and tissue donation.

H.R. 1660, PUBLIC SCHOOL MODERNIZATION ACT OF 1999

HON. CHARLES B. RANGEL

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 4, 1999

Mr. RANGEL. Mr. Speaker, today, along with many of my colleagues, I am introducing legislation, entitled the Public School Modernization Act of 1999, which consists of two education tax incentives that are contained in the President's budget recommendations for fiscal year 2000. I am very pleased that 88 Members have joined me as cosponsors of this needed legislation. I cannot imagine a better way to honor our teachers on "Teacher

Appreciation Day" than to work toward modernized schools, smaller classes, and other educational improvements in our public schools.

I will continue to work with the Administration to introduce the President's domestic initiatives that are within the jurisdiction of the Ways and Means Committee. I also will continue to urge consideration by the Congress of these important proposals.

The most important challenge facing this country today is the need to improve our educational system. Expanding educational opportunities is crucial to our country's social and economic well being.

I have a personal interest in improving the quality of education for all students. Through the GI bill, this country made an investment in my education that provided me with a needed second chance after the Korean War. I believe that we must give all public school children a second chance so that they can make a positive contribution to society by making the most of their abilities through educational opportunities.

I am very excited that the President emphasize education in his State of the Union address and that his budget recommendations contain a comprehensive program to improve our public school system. The bill that we are introducing today contains two important tax provisions that will help modernize our public schools, reduce class sizes, and expand education-based training opportunities for students most in need.

I recognize that these tax provisions alone are not the total answer to our country's need to improve our educational system. Therefore, I also am a strong supporter of the other education improvements included in the President's budget.

Many children today are attending school in trailers or in dilapidated school buildings. We cannot expect learning to occur in those environments. Other students are forced into huge classes, making it difficult for students to learn and difficult for teachers to help students on an individual basis. Using tax credits, this bill would provide approximately \$24 billion in interest-free funds for school modernization projects. This bill is a meaningful first step in addressing the problem of crowded and dilapidated school facilities.

Recent events have underscored the need for increased school safety measures in many public schools. While these are by no means the only answers, reducing class size and providing safe and modern schools will help children get off to the right start and will help teachers more easily recognize and serve those students who may need special attention. In order for our children to learn, they must not be afraid to attend school. Safe schools are a necessity—and a priority. In addition to smaller classes, this legislation will provide the means for school districts to modernize other safety and educational features in the public schools.

We must also do more to provide education and training opportunities for students who do not go on to college. We have existing pro-

grams, like the empowerment zone legislation, that provide targeted incentives to encourage economic development in depressed urban and rural areas. While these incentives are important, employers in the targeted areas assert that they are unable to hire qualified individuals to work in the jobs created by the investment programs.

The bill speaks to this problem by extending and enhancing the education zone proposal that was enacted on a limited basis in the 1997 Taxpayer Relief Act. This program is designed to create working partnerships between public and private entities to improve education and training opportunities for students in high poverty rural and urban areas.

Some have argued that the Federal government should have no role in assisting the public school system at the K through 12 level. I disagree strongly. The federal government historically has provided financial resources to the public school system. It has done so in part by providing tax-exempt bond financing that enables State and local governments to fund capital needs through low-interest loans. The bill that we are introducing today, in many respects, is very similar to tax-exempt bond financing. This bill does not require any additional layers of bureaucracy at the Federal or State level. It provides special tax benefits to holders of certain State and local education bonds. The procedures used to determine whether bonds are eligible for those special benefits are substantially the same as the procedures applicable currently in determining whether a State or local bond is eligible for tax-exempt bond financing.

I also want to be very clear that this bill supports our public school system. I believe that improving our public school system should be our highest priority. Approximately 90 percent of the students attending kindergarten through grade 12 attend public schools. If we can find the resources to provide additional tax incentives, those incentives should be focused on improving the public school system that serves such a large segment of our student population. I have and will continue to oppose legislation, such as the so-called "Coverdell" legislation, that diverts scarce resources away from our public school system.

The Republicans are promoting a change in the tax-exempt bond arbitrage rules which they say is a meaningful response to the problem of dilapidated and crowded school buildings. Under current law, a school district issuing construction bonds can invest the bond proceeds temporarily in higher-yielding investments and retain the arbitrage profits if the bond proceeds are used for school construction within two years. The Republican arbitrage proposal would extend the period during which those arbitrage profits could be earned from two to four years. The Republican proposal does not benefit those districts with immediate needs to renovate and construct schools. It benefits only districts that can delay completion of school construction for more than 2 years. It is inadequate at best. At worst, it may increase costs for those districts most in need because more bonds could be issued earlier.

Today's bill includes a provision that would extend the Davis-Bacon requirements to construction funded under the new program. This provision is consistent with the policy that Federally-subsidized construction projects should pay prevailing wage rates. The bill also includes provisions designed to ensure that local workers and contractors are able to participate in the construction projects.

Amazingly, while the concept of investing in human capital goes unchallenged in debate, elected leaders are still spending more of our nation's limited budget resources on back-end, punitive programs like law enforcement and prisons, rather than front-end investments like education and training that can really pay off in increased workforce productivity.

Unfortunately, these skewed priorities are present at the local level, too. New York City spends \$84,000 per year to keep a young man in Riker's Island Prison, yet only \$7,000 each year to educate a child in Harlem.

In addition, improving opportunities in education is a vital link in broader U.S. economic policy, including U.S. trade policy. Ensuring that our education system is strong, and that our children's education prepares them to take advantage of the economic opportunities our society has to offer, is essential to ensuring that the benefits of trade and trade agreements extend more deeply and fully throughout our society.

We must change our priorities. Let's invest in the future of this country through our children. Let's bring the same zeal to encouraging and educating our children that we now apply to punishment and incarceration.

The following is a brief description of the provisions contained in our bill. They would cost approximately \$3.3 billion over the first 5 years.

EDUCATION ZONE PROVISIONS

A. Qualified Zone Academy Bonds

Section 226 of the 1997 Taxpayer Relief Act provides a source of capital at no or nominal interest for costs incurred by certain public schools in connection with the establishment of special academic programs from kindergarten through secondary schools. To be eligible to participate in the program, the public school must be located in an empowerment zone or enterprise community or at least 35 percent of the students at the school must be eligible for free or reduced-cost lunches under the Federal school lunch program. In addition the school must enter into a partnership with one or more nongovernmental entities.

The provision provides the interest-free capital by permitting the schools to issue special bonds called "Qualified Zone Academy Bonds." Interest on those bonds will in effect be paid by the Federal government through a tax credit to the holder.

The bill would increase the caps on the amount of bonds that can be issued under the program as shown in the following table. The bill would also permit the bonds to be used for new construction.

Year	Current law	Additions under bill	Total issuance cap
1998	\$400 million		\$400 million
1999	\$400 million		\$400 million
2000		\$1 billion	\$1.0 billion
2001		\$1.4 billion	\$1.4 billion

The bill would make several technical modifications to the 1997 legislation. It would repeal the provision that restricts ownership of qualified zone academy bonds to financial institutions, it would change the formula used in determining the credit rate, it would provide for quarterly allowances of the credit to coincide with estimated tax payment dates and permit credit stripping in order to improve the marketability of the bonds, it would require a maximum maturity of 15 years, rather than a maximum maturity determined under a formula, it would change the formula for allocating the national limit to make it consistent with the formula used in allocating the limit on qualified school construction bonds, and it would provide an indefinite carryover of any unused credit.

B. SPECIALIZED TRAINING CENTERS

The bill also includes a provision designed to encourage corporate contributions to specialized training centers located in empowerment zones or enterprise communities. A specialized training center is a public school (or special program within a public school) with an academic program designed in partnership with the corporation making the contribution. There is a limit of \$8 million per empowerment zone and \$2 million per enterprise community on the amount of contributions eligible for the new credit. The limit would be allocated among contributors by the local official responsible for the economic development program in the zone or community.

QUALIFIED SCHOOL CONSTRUCTION BONDS

The bill would also permit State and local governments to issue qualified school construction bonds to fund the construction or rehabilitation of public schools. Interest on qualified school construction bonds would in effect be paid by the Federal government through an annual tax credit. The credit would be provided in the same manner as the credit for qualified zone academy bonds.

Under the bill, a total of \$11 billion of qualified school construction bonds could be issued in 2000 and in 2001. Half of the annual cap would be allocated among the States on the basis of their population of low-income children, weighted the State's expenditures per pupil for education (the Title I basic grant formula). The other half of the annual cap would be allocated among the hundred school districts with the highest number of low-income children and that allocation would be based on each district's Title I share. Before making the allocations described above, \$200 million in 2000 and 2001 would be reserved for allocation by the Secretary of the Interior for schools funded by the Bureau of Indian Affairs.

The following chart shows the aggregate amount of qualified school construction bonds and qualified zone academy bonds that could be issued in each State under the bill. The total includes amounts allocated to large school districts in the State. An additional \$750 million is reserved for allocations to other school districts not in the largest 100 districts.

[In thousands of dollars]

<i>State</i>	<i>Estimate Allocation</i>
Alabama	\$373,179
Alaska	45,552
Arizona	321,189
Arkansas	191,361
California	3,029,203
Colorado	203,299
Connecticut	195,615
Delaware	46,746
District of Columbia	113,625
Florida	1,337,671
Georgia	606,081
Hawaii	49,685
Idaho	55,825
Illinois	1,125,357
Indiana	326,773
Iowa	135,205
Kansas	154,208
Kentucky	344,582
Louisiana	596,956
Maine	76,808
Maryland	351,517
Massachusetts	402,027
Michigan	1,001,250
Minnesota	266,123
Mississippi	327,445
Missouri	386,832
Montana	62,924
Nebraska	82,857
Nevada	90,274
New Hampshire	44,910
New Jersey	526,789
New Mexico	185,062
New York	2,750,541
North Carolina	390,043
North Dakota	46,746
Ohio	948,239
Oklahoma	270,223
Oregon	191,113
Pennsylvania	1,007,919
Puerto Rico	636,673
Rhode Island	81,320
South Carolina	261,777
South Dakota	47,922
Tennessee	396,843
Texas	2,149,680
Utah	84,796
Vermont	43,847
Virginia	317,458
Washington	285,098
West Virginia	177,753
Wisconsin	418,781
Wyoming	43,236

DAVIS-BACON REQUIREMENTS

The bill includes a provision that would extend the Davis-Bacon prevailing wage requirements to construction funded under the new program. In order to ensure the marketability of the tax-subsidized financing, the Davis-Bacon requirements would be enforced by the Department of Labor and not through disallowance of tax benefits.

The bill also requires governments participating in the new program to give priority in awarding contracts to contractors with local workforces and to require a priority for local workers for new hires. The bill contains modifications to the Workforce Investment Act to ensure the availability of skilled local workers for the construction.

REGARDING THE STATE OF AMERICAN AGRICULTURE

HON. DAVID D. PHELPS

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 4, 1999

Mr. PHELPS. Mr. Speaker, let me begin by thanking my colleague Mr. BERRY for gathering us here to talk about the state of agri-

culture and the dire need for quick action on the Supplemental Appropriations measure. There is perhaps no more timely or pressing issue facing our nation's farmers and the legislators who represent them in Washington, and I am grateful to have the opportunity to participate in this discussion.

The importance of agriculture to the families and economy of Illinois' 19th District cannot be overstated, and I am proud to serve on the Agriculture Committee, where I look forward to helping to shape our nation's agriculture policy. Every one of the communities I represent is deeply impacted when agriculture experiences tough times, and these are some of the toughest in recent memory.

The pork industry is still reeling from a crisis, and prices are low for other commodities that are critical to my district, such as corn and soybeans. The Natural Resource Conservation Service in Illinois and many other states is facing a major budget shortfall that will likely necessitate office closures or furloughs and has already resulted in the suspension of CRP technical assistance services that countless farmers depend upon. Farmers are experiencing undue delays in receiving disaster assistance and other USDA payments, and Farm Service Agency offices throughout the country are understaffed and overworked.

I urge my colleagues to recognize the urgency of this situation and hope we can work together to find both short- and long-term solutions to the problems that plague our agriculture community. It seems clear to me, in fact, that one short-term solution has already been found, in the form of a supplemental appropriations bill that includes \$152 million for USDA. This money will allow the Department to increase loan capacity by more than \$1 billion at a time when conditions in the agriculture economy have increased demand for USDA's farm loan programs by 400%. The funding will also provide desperately-needed temporary staffing assistance for FSA offices.

Unfortunately, it has been two months since the President submitted his supplemental spending request, and over a month since both houses passed their bills. Farmers are already in the fields planting crops and USDA is receiving 150 applications for loan assistance every day. Meanwhile, conferees have only this week been appointed to begin crafting a final supplemental measure, and there is no indication that this risk is being undertaken with the urgency it requires. We simply must pass this legislation now. America's farmers are counting on their representatives in Congress. We cannot let them down during this time of crisis.

Again, Mr. Speaker, I want to thank Mr. BERRY for demonstrating his commitment to American agriculture and urging us to speak out on this important issue.

THE SMART IDEA ACT OF 1999

HON. ZOE LOFGREN

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, May 4, 1999

Ms. LOFGREN. Mr. Speaker, I rise to introduce legislation that makes the point that Congress doesn't need to pit the needs of disabled children against the needs of non-disabled children in meeting our commitments